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ABSTRACT

The paper examines aspects of prevocational program development for visually impaired students (physical setting, task selection, teacher behaviors, trainee behaviors, discrimination deficits, sensory motor deficits, slow motor behavior, and interfering behaviors). Five assessment areas are listed, including amount of teacher assistance required, number of trials to criterion, and number of steps acquired independently in task analysis for each target objective. Instructional techniques are specified for typical training problems, and general treatment strategies are also addressed. The remainder of the paper is composed of information on teaching procedures for general work habits (including safety awareness, response to instructions, and rate and quality of work) and for specific contract work (metal company contract, stuffed toy and pillow business, and wooden toy business). (CL)

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PREVOCATIONAL ASSESSMENT AND PROGRAMMING FOR VISUALLY IMPAIRED LEARNERS[1]

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[1]This paper was prepared as part of a University of Georgia curriculum development project at the Georgia Academy for the Blind in Macon, Georgia.

DEVELOPMENT AND IMPLEMENTATION OF A PREVOCATIONAL PROGRAM

Like other handicapped individuals, the visually impaired must achieve basic prevocational skills in order to enter and successfully complete job training programs. Otherwise, sheltered work will become the terminal vocational placement. It is increasingly clear that even multiply handicapped visually impaired individuals are capable of acquiring prevocational skills (McDade, 1970).

Research evidence indicates the developmentally disabled clients (including the multiply handicapped visually impaired) can be effective workers on complex manual tasks (Bellamy, Peterson, and Close, 1975; Gold, 1976; Gold and Barclay, 1973). Several researchers have investigated the viability of presenting severely handicapped workers with complex tasks such as putting together a drill machine (Crosson, 1969), or bicycle brakes (Gold, 1976). In the 1969 Crosson study, a 16-step task analysis was used to teach severely retarded adolescents how to put a drill machine together. With a task analysis approach a behavior is divided into smaller increments and presented in a logical sequential chain. Difficult learning discriminations are made easier as positive reinforcement is delivered for successful responses. Brown and his associatives have also used a task analysis approach successfully in studying the effects which different reinforcement contingencies have on rate of production with moderately and severely retarded adolescents (Brown, Bellamy, Perlmutter, Sackowitz, and Sontag, 1972; Brown, Perlmutter, Van Deventer, Jones, and Sontag, 1972).

Gold provided a series of research studies demonstrating the effectiveness of moderately to severely retarded clients on complex work tasks (1973 a). Through the use of errorless learning, or easy-to-hard discriminations, moderately to severely retarded adults were trained to put

together a 15-piece bicycle brake (Gold, 1972). In the same report, subjects demonstrated successful transfer of training by putting together a 24-piece bicycle brake. A one-year follow-up study indicated significant retention effects by clients.

Through use of an easy-to-hard method of errorless learning, it was also shown that moderately to severely retarded clients were able to make discriminations between different bolt lengths as fine as one-eighth of an inch (Gold and Barclay, 1973; Irvin, 1976). Gold (1973b) also reports the successful performance of 20 moderate to severely retarded clients in putting together a 14-piece coaster brake. An important finding of this study was a non-significant statistical relationship between IQ and production rates of clients participating in the program. This is in direct conflict with earlier reports which supported the notion of higher IQ's leading to greater production rates in severely retarded clients (Tobias and Gorelick, 1973).

Factors to Consider in Prevocational Program Development

Physical Setting

Location is a critical factor in the successful implementation of a program. Basements and storage rooms are not acceptable sites for a prevocational program since they are not normal work sites. This type of setting can lead to a serious decline of staff and client morale.

The ideal work location is one based in the community that is well lighted and with ample space and ventilation. There should be a breakroom and restrooms should have necessary supports for visually impaired clients.

Task Selection

Identification of the appropriate tasks in the prevocational program is also important. The following considerations are necessary:

--Is the task simple or complex?

--Does the task require fine motor or gross motor skills?

--Are raw materials expensive or inexpensive?

--Is the task arts and crafts, "make-work," or contract work?

The issue of "make work," contract work, or arts and crafts is one which is a continual problem when initiating a prevocational program. Contract work which results in pay may be ideal for clients in an all day workshop; on the other hand, some school programs may find it more advisable to use "make work" tasks which provide some opportunity for work training along with self-care, language, and social skill instruction. The biggest problem with simulated work is that staff and clients frequently find it too artificial and lose interest in the program. Also, taking apart of a completed job may be time consuming and demoralizing.

Teacher Behaviors

In addition to the physical location and tasks which comprise the curriculum, teacher and trainee behaviors will influence the success of the program. Teacher behaviors include the type of instructions provided, frequency and amount of prompts and reinforcers, use of prosthetic devices (e.g., jigs), special coding of parts, and task analysis, i.e., the logical analysis of a skill into small, sequential steps. Because teacher behavior and arrangement of the work environment is so important, a later section of this chapter, Instructional Techniques, discusses training strategies in more detail.

Trainee Behaviors

Client work behavior may be subdivided into learning a skill (acquisition), and then performing it accurately at a high enough rate (production) to meet competitive employment production standards. These two areas can be analyzed more closely, however, through a more specific description of an individual's behavior as it relates to performance.

Acquisition Problem-Discrimination Deficits. A typical problem found among many visually impaired prevocational students is a failure to attend to the salient cues (e.g., size, form) of a task. Relevant variables are ignored and instead the person may try to assemble or sort materials without attending to what he does or attending to the wrong cue in the task. This is a main obstacle for the visually impaired prevocational student acquiring complex manual skills. Gold (1976) has found that the visually impaired retarded can master a difficult job when they attend to relevant dimensions.

Acquisition can also be impeded through a client's failure to attend to verbal cues of the supervisor. A common characteristic of visually impaired prevocational students is noncompliant behavior and inability or unwillingness to follow simple instructions. Even though a worker may attend to the learning task, if he or she does not follow instructions, this can interfere with acquisition rates. This is particularly true if job requirements or materials vary slightly from day to day.

Acquisition Problem-Sensory Motor Deficits. Visually impaired persons recieving prevocational programming services display sensory-motor deficits. This requires prostheses or specially arranged environmental support.

The rare combination of both aural and visual handicaps in workers is perhaps the most difficult disability to overcome for the acquisition of complex work skills. Yet it has been found that such disabilities need not impede learning progress on difficult tasks such as bicycle brake assembly (Gold, 1976).

Low Production-Slow Motor Behavior. Once a task is mastered, high rate performance then becomes important. This is a serious problem with many prevocational students, particularly those with a long history of institutionalization. Slow motor behavior is one characteristic of visually impaired prevocational students who have not been required to meet

a work criterion for success. Clients may be persistent and stay on task, but actual motor movements are lethargic and at far too low a rate to enter into competitive employment. Often such clients are unresponsive to many of the commonly used workshop incentives such as praise or money. Without objectively established work criteria, it is difficult for workshop supervisors to determine which clients are performing competitively. Workers who stay on task and do not disrupt workshop routine are viewed as performing adequately. This is based on a popular vocational training model of "work activity or keep busy" rather than a model which locks to expand the work skill repertoire of clients.

Low Production-Interfering Behaviors. Equally problematical in accelerating production rates with the visually impaired prevocational students is the presence of interfering or competing behaviors. High levels of distractability and hyperactivity, out-of-seat behavior, excessive looking around, bizarre noises, and playing with the task represent competing behaviors which preclude the development of appropriate vocational skills.

Similarly, the work performance of visually impaired clients may be highly susceptible to changes in the work environment. Fairly commonplace alterations in the work setting or routine can upset client work behavior thus making continuity of programming difficult. Many individuals may display criterion level work rates but only for short duration of time.

Assessment in Prevocational Programs

The data collected on each client's performance provides the basis for program decision-making and modification. Data serve as the means of evaluating: a) the progress of each client and b) the effectiveness of instructional techniques.

The types of data listed below may be collected:

1. Number of steps acquired independently in task analysis for each target objective. This involves keeping a record of the number of steps in a task analysis which a client completes independently. It provides a sensitive evaluation of client progress.
2. Amount of teacher assistance required. The amount of verbal prompts, required in each training situation can also be recorded for a more specific analysis of teacher behaviors.
3. Number of trials to criterion. The number of training trials until the skill(s) is acquired is a third source of data which may be used to evaluate client progress.
4. Number of minutes required to complete task (duration) or number of units completed per time period (rate). These measures provide a valid indication of the client's performance in vocational and independent living instructional situations. Rate assessments are computed by dividing the total number of units completed by the total number of minutes the individual worked.
5. Pre-posttest gains in the Prevocational Assessment and Curriculum Guide (Mithaug, Mar and Stewart, 1978). This provides a standardized index of behavior change in clients and is in our opinion, the leading test for developmentally disabled clients being evaluated for work. Table 2-1 provides a copy of this checklist.

Insert Table 1 About Here

Instructional Techniques

In the section below, training strategies are described according to the type of training problems discussed earlier. Table 2-2 provides a hierarchy of intervention techniques which may be employed.

Acquisition Problem-Discrimination Deficits

The most frequently used training method is the use of verbal instructions. Many times a new task will be acquired with only a verbal explanation. This should logically be the initial method used to train a new task. If unsuccessful, a trainer must attempt to train a task through the use of alternative methods.

Illustrations of this include verbal instructions paired with modeling of the correct movements (Bellamy, et al., 1975), priming the response and physical guidance (Williams, 1967). Breaking a task down into small measurable components (task analysis) is also an effective technique for aiding acquisition (Crosson, 1969; Gold, 1976) as is the method of presenting learning material in an easy-to-hard sequence (Gold & Barclay, 1973). In the case of clients who fail to attend to relevant cues or task dimensions, the use of cue redundancy, i.e., color-coded parts, facilitates acquisition (Gold, 1974).

Acquisition Problem-Sensory-Motor Deficits

In meeting the needs of clients with sensory-motor deficits, the clients' physical capacity must be the first consideration. In the case of poor motor coordination due to cerebral palsy or loss of limb, the first four suggested strategies in the hierarchy do not differ from those used with clients whose acquisition problems are due to discrimination deficits. However, if the client's physical limitations are extensive, the arrangement of materials or the use of prosthetic devices such as specially designed jigs may be a crucial factor in the acquisition of vocational skills.

The trainer should modify the task so that clients are able to complete a task with the least effort and most speed.

Low Production-Slow Motor Behavior

As clients become more proficient at performance of a task, increasing the rate of production to competitive employment standards becomes a focal point. The visually impaired client must produce at a competitive level in order to obtain and maintain community employment. The use of a verbal prompt to "work faster" appears to be the least time consuming and most efficient technique providing that it is effective (Bellamy et al., 1975). Peer modeling (Brown & Pearce, 1970; Kazdin, 1973a; Kliebahn, 1967) and trainer modeling have also facilitated an increase in production rate.

The manipulation of reinforcing events provides another extensive area of possible techniques. Reinforcer proximity, increasing the frequency or the amount of reinforcement, and increasing the number of redemptions of token reinforcers in a work period have all been demonstrated as viable techniques for incresing production rates (e.g., Schroeder, 1972). Furthermore, the use of mixed schedules of reinforcement such as continuous social reinforcement for each unit completed, and penny or token reinforcement for every ten units completed, can be extremely effective in altering production rates.

However, if the problem of low production rates still persists, it may be necessary to provide aversive consequences. Once a trainer has established a level of expectancy or a minimum criterion for production rate, the use of aversive consequences may be appropriate. Implementing a verbal reprimand procedure and no reinforcement, or a response cost procedure for low production may be effective if used in conjunction with positive consequences for acceptable work rates. With an established minimum criterion for performance, the use of an isolation avoidance

procedure may also be used successfully (Zimmerman, Overpeck, Eisenberg, & Garlick, 1969). An isolation-avoidance procedure entails the removal of the client from the work area if a designated work criterion is not met.

Because low production is often a result of slow motor behavior, implementing a positive practice overcorrection procedure with the intent of teaching fast motor behavior is a feasible alternative. This requires guiding the client through a task a number of times (so that it constitutes an extended duration) at a fast rate, and therefore, teaching a client to move with speed. If this procedure is implemented, a trainer must take care to make the physical guidance sufficiently unpleasant so that it is not socially reinforcing to a client. Although the efficacy of positive practice (overcorrection) in prevocational settings has not as yet been demonstrated in the research literature, this remains a fertile area for future investigation.

Low Production-Interfering Behaviors

Low production rate as a result of nonfunctional competing behaviors poses a somewhat different problem. A trainer must not only increase clients; work, but also decrease or preferably eliminate the amount of time a client engages in the interfering behaviors. Manipulating different parameters of reinforcement may also be effective in alleviating this problem; unfortunately, only recently has there been published research which describes efforts to overcome excessive distractability by clients in vocational settings (Mithaug, 1978).

In order to decrease many interfering behaviors, it may be necessary to implement aversive consequences (see the excellent paper by Mithaug). The use of response cost (Kazdin, 1973 b), restraint and positve practice overcorrection (Azrin, Gottlieb, Hugharts, Wesolowski, & Rehn, 1975) procedures as immediate consequences for engaging in interfering behaviors may successfully decrease stereotypic behavior, aggression, out-of-seat beahvior, and bizarre noises. These are procedures which have been

effective with several handicapped populations in different settings, and should be seriously considered in prevocational programs for the visually impaired.

Insert Table 2 About Here

General Strategies for Treatment

To facilitate specific sequences of training and management techniques, a number of general strategies for treatment may be employed. The general intervention strategies discussed in this section include a changing-criterion methodology, intensive treatment program outside of the work area, and self-control strategies.

Changing-Criterion Design. A changing-criterion design may be used when work behaviors are gradually shaped to a competitive level (Axelrod, Hall, Weis, & Rohrer, 1974; Bates, Wehman & Karan, 1976). Employing this design, a minimum criterion or level of expetancy for production rate must be met for a client to earn reinforcement. As a client's productivity consistently meets the criterion, the criterion is gradually increased or made more stringent. Thus, over time and with the use of effective behavior shaping methods, productivity may greatly increase from the initial criterion.

The changing criterion design may be employed with specific operant techniques to alleviate low production due to slow motor behavior or competing behaviors. In the case of low production behaviors, a changing time contingency may be introduced. The procedure requires setting a specific time limit for the completion of a task and places the client under a time limit in order to receive reinforcement. A timing device, such as a kitchen timer, may be utilized as a cue for the client and a subsequent indicator that a time limit was not met. As the client consistently meets the required time limit, the time criterion can be

gradually decreased. This procedure has the potential of increasing client work rate, while successfully decreasing the amount of time a client engages in competing behaviors.

Intensive Treatment Program. Low production rates resulting from client excessive interfering behaviors poses a difficult remediation problem. Operant techniques employed within the work environment, such as manipulating different parameters of reinforcement, may not obtain successful results with particularly distractable and/or disruptive clients. With such clients, it may be advantageous to implement a treatment program in a relatively stimulus free environment. Previously discussed training techniques may be enhanced by reducing the number of environmental cues to which a client might attend. As a client demonstrates increased on-task behavior, the treatment program may be gradually brought back into the work environment.

Self-Management Strategies. The operant techniques and procedures discussed thus far pertain to external control on the part of a significant change agent such as a workshop supervisor. These techniques involve staff-administered contingencies; if relied on entirely, they can present potential disadvantages to self-sufficient vocational behavior (Kazdin, 1975).

One major problem is that an external control approach precludes the development of self-directed choice behaviors on the part of visually impaired clients. Many rehabilitation professionals recognize this deficit as a primary obstacle in the community transition process for these clients. Secondly, an external control approach presents a number of inherent drawbacks. Since it is virtually impossible to notice all instances of an appropriate response, a workshop supervisor or counselor usually misses many opportunities to reinforce a client. Furthermore, change agents may become a cue for behaviors to occur rather than natural environmental stimulus conditions (Redd & Birnbrauer, 1969). This drawback relates also to the

problem of transfer of training and durability of program progress. Thus, whenever possible, the external control approach must not be viewed as an end itself, but rather as a means to train a client to control his or her own behavior and achieve self-selected goals.

Self-control has been defined in reference to "those behaviors an individual deliberately undertakes to achieve self-selected outcomes" (Kazdin, 1975, p. 192). Self-control training procedures which are applicable to the visually impaired include self-observation, self-reinforcement, and stimulus control.

Self-observation has been successfully utilized with mentally retarded clients through the use of behavioral graphs (Jens & Shores, 1969), and daily feedback of work performance from a videotape (DeRoo & Haralson, 1971). Employing this procedure, a client is trained to become aware of his or her work performance through immediate external feedback and by displaying a visual record of work behavior. Gradually, a client's self-observation can be faded to a pictorial representation of improvement in work performance. Such techniques should be effective with clients whose residual vision allow them to attend to the visual reinforcers.

Self-reinforcement is another strategy which holds potential, particularly in programs that use token economies as a motivational system. Two concepts of self-reinforcement are self-administered reinforcement and self-determined reinforcement. An important requirement for both self-administered reinforcement and self-determined reinforcement is that the individual is free to reward himself at any time whether or not he performs a particular response (Skinner, 1953).

Self-administered reinforcement refers to a client taking a reinforcer himself, but under an externally determined criterion. Once a client's self-administered reinforcement response is shaped, it becomes

possible to move toward self-determined reinforcement. This broader concept of self-reinforcement allows for clients to determine their own work criterion (e.g., Glynn, 1970). It may be possible for contingency contracts to be set up between clients and workshop supervisors. Within such a contract would be a set rate of work and social skills which a client agrees to perform. In return, he or she can self-select reinforcement preferences for performance of the contract.

Another self-control strategy which may be employed is stimulus control. Stimulus control refers to specific behaviors performed in the presence of specific stimuli which serve as cues and increase the probability that the behavior is performed. For example, self-observation may function as a reinforcing consequence initially, but may also function as a discriminative stimulus for subsequent task related behaviors.

Possible applications of the stimulus control strategy in prevocational programs for the visually impaired include altering stimuli which consistently lead to frustration-aggression situations, modifying cues that presumably contribute to task failure, or pairing positive stimuli with low preference tasks. Social behaviors such as eliciting social greetings, being on time, or appropriate use of leisure time might also be developed through stimulus control.

This section has attempted to provide direction in treatment strategies for prevocational personnel who work with the visually impaired. It was pointed out that a handicapped worker presents a unique set of learning and behavior characteristics which can make traditional types of training and management techniques less applicable. It is strongly suggested that the hierarchy of strategies proposed for treatment be systematically examined with different learning/behavior problems in an effort to validate which methods are most effective with particular prevocational problems.

PREVOCATIONAL SUBDOMAIN

This subdomain includes skills an individual must master in order to have a reasonable probability of vocational success. Prevocational skills are ultimately crucial in getting and keeping a job. They are also critical in achieving and maintaining a satisfying, independent personal life.

Some Academy students independently master the prevocational skills. These students progress directly into specific job training programs. Students that do not independently learn the prevocational skills are given direct instruction on these skills.

There are two components of the prevocational subdomain: general work habits and contract work. Direct instruction on prevocational skills is given in both components. Successful instruction during the general work habits component allows many students to move into specific job training programs. The remaining students continue to learn prevocational skills while participating in contract work. Given additional instruction during contract work, many students eventually master all of the prevocational skills and enter specific job training programs. The two components of the prevocational subdomain are analyzed below.

General Work Habits

Component Description

Students who do not master general work habit skills are unlikely to succeed on the job. For example, workers who do not form positive relationships with supervisors are unlikely to maintain employment for any great length of time. After repeated dismissals on this basis, such an individual becomes unemployable. This will be true even if the worker is quite proficient in the performance of his job skills. General work habit skills are many and varied. This component only contains representative examples of all the requisite

general work habit skills. For instance, for the safety awareness and habits skill, only safety as it relates to electrical appliances and work tools is presented.

Specific Skills

1. Safety awareness and habits.
2. Response to instructions.
3. Tolerance for work period/persistence.
4. Rate of work.
5. Quality of work.
6. Ability to work under pressure.
7. Appearance.
8. Attitude about work.
9. Relationship with supervisor.
10. Relationship with co-workers.

Instructional Strategies

1. Safety awareness and habits (electrical appliances and work tools.

Instructional Objective. Given a work assignment requiring the use of electrical appliances or work tools, the student will engage in the assignment and conform to the components of the task analysis below with 100% accuracy on 20 consecutive days.

Task Analysis.

1. S will successfully complete formal instruction on the use and care of a device before operating it independently.
2. S will use machines only for their intended purpose.
3. When appliance or tool has a separate cord, S will always attach cord to the device before plugging cord into the wall socket.
4. S will use only extension cords that are approved for the machine to be used.
5. S will not attempt to operate any appliance or tool which is in disrepair. This includes a device with a damaged plug or cord, one that malfunctions, and one that has been dropped or otherwise damaged.
6. S will not wear loose clothing around tools with moving parts.
7. S will keep machine, work area, and self dry to avoid electrical shock resulting from wet surfaces.
8. S will not allow cord to lie across immediate work area, hang over the edge of work table or counter, or make contact with hot surfaces.
9. S will avoid contact (e.g., hands, feet, hair) with moving parts and hot surfaces.
10. S will not leave an appliance or tool in operation when unattended.

11. S will not probe device with foreign objects (e.g., jammed drill, toaster).
12. S will not throw objects (e.g., scraps into a trash can).
13. S will turn off machine at the switch before unplugging it.
14. S will unplug the machine from the outlet when not in use, before putting on or taking off parts, and before cleaning.
15. S will grasp plug between thumb and forefinger to disconnect a machine from the wall socket. Do not pull on the cord.
16. S will keep appliance or tool clean and in good operating condition by following service manual instructions on use and care.
17. S will keep work area orderly and neat -- tools and materials should always be kept in the same location for easy identification.
18. S will identify and comply with warning signs and signals -- signs and signals must be coded to be within the sensory capabilities of the S.
19. S will respond to safety instructions within 5 seconds.
20. S will identify and avoid dangerous areas (e.g., co-worker operating lathe, table saw).
21. S will define safety.
22. S will describe the importance of good safety habits.

Teaching Procedures for Step 1 of TA.

1. T will give S formal instructions on the use and care of each tool before allowing S to operate the tool under continuous supervision. T will discuss the names and purposes of each part, as well as functions for which the tool can be used. T will provide model demonstrations of appropriate

operation of the machine. Separately, T will provide simulations (device unplugged) of inappropriate and unsafe methods of using the machine. Simultaneously with the demonstrations, T will provide verbal explanations of the important concepts being demonstrated. Finally, T will show S how to care for the tool. T will have S imitate the demonstrations (device unplugged) described above until there is congruence between the T's demonstration and the S's imitations.

2. T will allow S to practice the appropriate operation of the tool under continuous supervision. As S practices, T will provide reinforcement for appropriate demonstrations. T will point out how the demonstration was correct at the same time. T will give feedback regarding aspects of the demonstrations that are incorrect and provide a good model to show S how to improve on performance. T will allow S to imitate the model. T will reinforce good imitations. Throughout this step, T will continue instruction on the names and functions of the parts of the tool as well as other vocabulary appropriate for its operation.
3. When S has completed five consecutive 15 minute sessions during which only appropriate behavior is observed by T, the S will be given a certificate verifying his successful completion of formal instruction on the device (note that the criterion stated above may vary depending on the complexity of the tool or appliance). T will socially reinforce S for accomplishments and inform S that he/she can now operate the machine without continuous supervision.
4. T will explain to S that using an appliance or tool for which he/she has not received instruction can be very dangerous.

T will offer examples of the harm that can result when an individual tries to operate a machine without instruction. T will discuss the kinds of consequences which would be appropriate to implement should S attempt to use a tool without a certificate of proficiency. If agreement cannot be mutually reached, T will use own judgment in constructing a punishment which is reasonable for particular appliances and tools and appropriately aversive to S. T should consistently administer the punishment when infractions occur.

2. Response to instructions.

Instructional Objective.[1] Given a normally occurring number of instructions to respond to in a natural setting (e.g., prevocational classroom, workshop) over a randomly selected ten-day period, the student will initiate compliance within 10 seconds and successfully follow instructions in a reasonable amount of time (with due consideration for the task involved). The two criteria above will be met on 95% of the occasions observed.

Task Analysis.

1. S will stop working or talking when given instructions.
2. S will listen attentively when given instructions.
3. S will face the supervisor when given instructions.
4. S will be pleasant when given instructions. S will not chronically complain, appear angry, or behave silly when given instructions.
5. S will respond clearly when asked a question.
6. S will ask for instructions to be repeated if not understood.
7. S will ask for clarification when parts of the instructions are not understood.
8. S will be prepared to repeat the instructions after they are given.
9. S will not offer suggestions about ways to do things until two things are done: (a) she/he is sure a good relationship with the supervisor is established; (b) she/he is sure the suggestion can work.

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[1] Time limits on frequently occurring tasks should be determined in advance. Time limits should be based on the characteristics of the task and the location of the materials needed.

10. S will respond to instructions requiring immediate compliance within 10 seconds.
11. S will finish each instruction completely.
12. S will ask before doing things without permission.

5. Quality of work.

Instructional Objective. Given any product produced at the Academy (sorted metal fasteners, stuffed toy, wooden toy), the student will point out qualitative criteria for the product and judge each criterion as attained or not attained with 95% accuracy.

Task Analysis (Using sorted metal fasteners as the illustration).

1. S will place a box of previously sorted nuts and an empty box in front of him/her on a table.
2. S will grasp a model (or standard) nut between thumb and forefinger.
3. S will state that all the nuts in the presorted box should be the same size as the model nut.
4. S will randomly pick up one nut from the presorted box and use tactile discrimination and residual visual discrimination to judge whether or not the two nuts are the same size.
5. S will place an accurately presorted nut in the empty box; an inaccurately presorted nut will be placed on the table beside the empty box.
6. S will repeat steps 2-5 until 50 metal fasteners have been sampled from the presorted box.
7. S will state that no more than three mistakes should have been found if the sorting was done correctly.
8. S will count the number of mistakes that were found and state the number (e.g., "seven").
9. S will judge whether or not the quality of the work was adequate and state the result (i.e., "This work is alright," or "This work is not good enough.")

Teaching Procedures.

1. T will instruct S to take one of several presorted metal fastener boxes (e.g., one containing nuts) and an empty box, placing them on the table in front of his/her chair.
2. T will instruct S to take some of the fasteners out of the presorted box.
3. T will ask S to name the fasteners that are in the box (nuts, bolts, rivets, washers, pop rivets, or screws).
4. T will state, "Yes, those fasteners are mostly nuts."
5. T will give the S a model (or standard) nut and state, "Most of the nuts in the box are the same size as this one."
6. S will repeat T's statement.
7. T will state, "If there are too many nuts that are the wrong size in the box, the metal company won't pay to have us sort them. They can't use fasteners that are mixed up. (Pause) Now, tell me why it's important for the nuts to be the same size."
8. S will be reinforced for a response that is equivalent to the one in Step 7.
9. T will ask S to compare one of the nuts he/she took out of the presorted box with the standard nut and judge whether or not they are the same size. Initial discriminations should be relatively easy to ensure success during early instruction.
10. T will ask S, "Are they the same size?" T will reinforce S for each correct answer during acquisition and give corrective feedback for incorrect answers.

11. After S understands Step 10, T will instruct S to place nuts that are the same size as the model in the empty box; nuts that are not the same size are to be placed on the table next to the empty box. Practice this step to mastery, initially reinforcing every correct response and providing corrective feedback for incorrect responses.
12. T will instruct S to judge 50 fasteners taken one at a time from the presorted nut box. Each time a nut is judged, S will count it on an abacus placed within easy reach. T will check S's accuracy by recounting the fasteners judged.
13. T will instruct the S to count the number of mistakes found -- those nuts placed on the table. T will state, "If there are more than three mistakes, the work was not good enough. The metal company will not pay for this work. The nuts must be resorted. If there are less than four mistakes, the work was good. The metal company will pay. How many mistakes did you find?"
14. S will respond, stating the number of mistakes he found.
15. T will ask, "Was the work good?"
16. S will respond. T will ask, "Why?"
17. T will reinforce S for each correct response and give corrective feedback for errors until mastery occurs.
18. T will ask S to repeat the exercise for practice, giving cues until they can be entirely faded.

6. Ability to work under pressure.

Instructional Objective.[1] When asked to work during periods of emotional stress and/or vocational pressure, the student will work, maintaining 80% of his normal production level for temporary stress/pressure and improving on his normal production level when such a need is the source of the stress/pressure.

Task Analysis.

1. S will continue to work when observed by his supervisor.
2. S will modify his work behavior when criticized by his supervisor.
3. S will increase his production rate when asked to work faster by his supervisor.
4. S will work for a longer duration when asked to do so by his supervisor.
5. S will complete his work within a specified time limit when asked to do so by his supervisor.
6. S will work with fewer errors when asked to improve the quality of his work by the supervisor.
7. S will maintain or increase his production level following his absence from work or tardiness.
8. S will continue to work following disappointments concerning his/her job (e.g., rejection of suggestion or for promotion, raise, etc.)
9. S will continue to work when conflicts occur with co-workers.

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[1] The actual amount of improvement required should be based on reasonable expectations found in vocational settings: For example, rush orders, unexpectedly large orders, decreases in work rate or quality, too many breaks, complaints, and the like.

10. S will continue to work when conflicts occur with friends, relatives, or others away from work.
11. S will continue to work when financial difficulties occur outside of work.
12. S will continue to work when legal, housing, or other independent living problems occur outside of work.

9. Relationship with supervisor/employer.

Instructional Objective.[1] Given a supervisor with realistic expectations regarding visually impaired employees, the student will perform the functions of his job to the satisfaction of his supervisor as measured by the Prevocational Assessment and Curriculum Guide (Mithaug, Mar, & Stewart, 1978).

Task Analysis.

1. Relationship Prior to Employment - the Interview.
   a. S will present a clean, well-groomed appearance for the interview.
   b. S will arrive 5 minutes early for the interview.
   c. S will be prepared to introduce self to the supervisor/employer.
   d. S will speak clearly and loud enough to be heard.
   e. S will stand straight and smile.
   f. S will shake hands when the supervisor/employer offers his/her hand -- firmly, not too limp or too hard.
   g. S will continue to stand until the supervisor/employer asks him/her to sit.
   h. S will sit up straight throughout the interview.
   i. S will show respect for the supervisor/employer by addressing him/her formally (sir, ma'am, Mr., Ms.) and refraining from chewing gum, smoking, placing packages on desk, etc.

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[1] In a real sense, this skill is mastered when all other prevocational and vocational skills have been mastered. However, the task analysis included in this section contains those enabling skills that logically relate most directly with the supervisor/employee relationship.

j. S will be prepared to tell:

1) Why he/she would like to work for the company;

2) Whether he/she wants permanent or temporary employment;

3) What job he/she is applying for;

4) What qualifications he/she has for the job;

5) Whether he/she would prefer to work alone or with others;

6) What he/she does best and what he/she cannot do;

7) What jobs he/she has had and why he/she left them;

8) What pay he/she expects;

9) What hours he/she can work;

10) How he/she will get to work;

11) Whether he/she is willing to work overtime;

12) What questions he/she has about the job.

2. Developing a Relationship -- The First Days on the Job

a. S will present a clean, well-groomed appearance on the job.

b. S will smile easily, introduce self, show an interest in other people, show a positive outlook on life, but will not socialize excessively on the job.

c. S will show respect for supervisor by addressing him/her formally, unless asked to do otherwise.

d. S will use his/her employer's time fairly:

1) S will arrive at work on time;

2) S will return to work after breaks on time;

3) S will take only authorized breaks;

4) S will keep working until time to quit.

e. S will show his/her appreciation for any time or help given him/her by the supervisor to help S adjust to the new job.

f. S will do his/her job well.

3. Maintaining a Relationship

a. S will follow all instructions accurately.

b. S will cooperate with supervisor and co-workers in order to get team-type jobs done.

c. S will be dependable by consistently coming to work and by calling in when ill.

d. S will show initiative by requesting permission to do jobs that must be done, but only after his/her required work is finished.

e. S will make appropriate efforts to learn more about his/her job and the company.

f. S will show enthusiasm by engaging in his/her work energetically, working quickly, and doing his/her work well.

g. S will show loyalty by refraining from making complaints or spreading rumors behind his/her supervisor's back. S will express his/her genuine concerns about his/her job directly to supervisor in a tactful manner.

h. S will be honest in interactions with supervisor. He/she will refrain from lying, cheating, and stealing (neither goods nor time).

i. S will demonstrate his/her ability to accept criticism by thanking supervisor for telling him/her how to do the job better. Then he/she will use the criticism to improve performance on the job.

j. S will show real appreciation when reinforced by supervisor by thanking him/her and continuing to do a good job.

Teaching Procedures for Step 1a of the TA.

1. T will explain to S that he/she will learn how to present a clean, well-groomed appearance for an interview. T will state, "First you will learn the parts to a clean, well-groomed appearance, then you will learn how to accomplish all the parts, and finally, you will perform all the parts by yourself."
2. T will name the important ideas to be learned in presenting a good appearance. They are written below. S will repeat each idea after T.
   a. Choose clothes that are suitable for the job and fit well.
   b. Clothes should be clean and pressed.
   c. Have hair cut if it is too long.
   d. Leather shoes look better than canvas shoes.
   e. Shine shoes.
   f. Clean and trim fingernails.
   g. Take a bath and use deodorant.
   h. Wash hair.
   i. Boys shave face; girls shave legs and underarms.
   j. Brush teeth.
   k. Ensure fresh breath by gargling or chewing gum; Avoid smoking, drinking beverages, or eating food that will cause bad breath.
   l. Girls apply only a little make-up.
   m. Get dressed.
   n. Comb or brush hair so that it is neat.
3. S will already know how to perform most of the skills listed above. However, he/she may need help in perfecting some of

the skills. T will model or simulate the correct performance for each skill using S's residual vision and tactile senses to grasp the behavior expected. S will practice each skill, receiving corrective feedback and reinforcement when appropriate. Below are some procedures to cover the more complicated skills.

4. T will help S identify clothes that are appropriate for a job interview and that are coordinated. T will help S tag each article of clothing so that S can easily select a coordinated set of clothes. For instance, articles with a circle sewn on them would go well together, while other matched sets would have squares, triangles, etc.
5. S may require tactile criteria for judging when his hair needs trimming. T will explain that, if S is in doubt, a more conservative length for hair is better for most job interviews. Other S's hair can provide stimuli for instructing S to discriminate hair that requires trimming prior to a job interview.
6. Visually impaired S's may require the help of a sighted person to clean and trim their fingernails. However, after receiving continual feedback on their efforts, most S's can learn when their nails are adequately clean and trim. Also, soaking their nails in a detergent solution or an industrial hand cleaner (e.g., GoJo or Gunk) provides a viable and efficient alternative.
7. Visually impaired S's are generally better able to learn to shave themselves with electric razors. The use of safety razors often results in injuries. Instruction should include extensive use of tactile sensations to help S judge the adequacy of his attempts to shave.
8. Girls who wish to apply make-up may require the aid of a sighted person in order to provide feedback on the appropriateness

of her application. Instruction should focus on minimizing the amount of make-up used.

9. Dressing may present additional problems when it is necessary to provide an impressive appearance. S will learn to judge the accuracy of his/her dressing behavior primarily through tactile sensations. If tube socks are not used exclusively, T will explain and demonstrate for S how to line up the heel of the sock in order to get a good fit. S will imitate the behavior, receiving appropriate reinforcement and feedback from T. Front, back, and side zippers will be aligned tactilely following an appropriate model by T. The same is true for belt buckles, shirts, blouses, and most other articles. Discrimination of shoes for left and right feet will be accomplished by the shape of the sole and by fit.
10. S will learn to groom his/her hair by using residual vision and tactile discrimination skills. This is a difficult skill for visually imapired individuals. It is learned through extensive practice and feedback.
11. When all the parts to good grooming are mastered, T will instruct S to select a day and come to the class as if for a job interview. T will provide S with constructive criticism and extensive reinforcement for components appropriately accomplished.

10. Relationship with co-workers.

Instructional Objective. Given a typical group of co-workers, the student will develop cordial, friendly relationships with most of them and no more than 5% of his/her relationships will be abrasive or hostile as measured by two sociograms.

Task Analysis.

1. S will demonstrate friendliness by speaking to co-workers the first time he/she encounters them each day (e.g., "Good morning, Horace"), smiling, asking about things that interest them, etc.
2. S will treat co-workers fairly by following company rules and by not taking advantage of them when they did not have an equal chance. S will try to treat unfair co-workers fairly, too.
3. When doing team-effort jobs, S will do his/her share of the work. When possible, S will help others who are having difficulty.
4. S will gain the trust of co-workers by always doing his/her own work and by doing it well.
5. S will be energetic and enthusiastic about his/her work. He/she will not chronically complain or degrade his/her job.
6. S will try to maintain a helathy self concept by thinking about his/her successes and by continuing to experience success. This will allow him/her to have the capacity for liking others.
7. S will demonstrate his/her respect for co-workers by focusing on their good characteristics and by letting them know he/she values them.

8. S will show loyalty to others by maintaining their confidential conversations and by avoiding spreading rumors.
9. S will demonstrate concern for others by being a good listener when they have problems and by being tactful and by avoiding scurrilous comments.
10. S will readily admit his/her mistakes and try hard to avoid the same mistake in the future.
11. S will readily say he/she is sorry for mistakes that he/she made.
12. S will be punctual in all activities in order to avoid making others wait.
13. S will readily adapt to changes in how to do his/her job, when he/she must work, and where he/she must work.
14. S will follow directions a-curately so that co-workers will not have to do the work for him/her.
15. S will learn how to give clear directions so that others will not be confused about what to do.
16. S will avoid practical jokes.
17. S will attempt to avoid emotional arguments.
18. S will avoid being nosy about matters others would rather not talk about.
19. S will control his/her negative emotions.
20. S will compromise on issues for which no agreement can be reached.

Contract Work

Component Description

Contract work consists of prevocational activities of relatively low difficulty which are completed according to an agreement between the Academy and a business. An example of contract work is the agreement between the Academy and the Bluebird Body Company requiring students to sort metal fasteners. Contract work provides students with actual work experiences which allow them to learn and practice prevocational skills before entering specific job training programs. Some students who do not master the prevocational skills eventually enter sheltered employment. It is an objective of the Academy to decrease the number of sheltered employment placements as much as possible.

Specific Contracts

1. Metal company contract.
2. Stuffed toy and pillow business.
3. Wooden toy business.

Instructional Strategies.

1. Metal company contract.

Contract Description. The students sort various metal fasteners (nuts, screws, bolts, rivets, pop rivets, lock washers) that the Bluebird Body Company brings to the Academy. The students resell the sorted fasteners back to the Bluebird Body Company.

Instructional Objective. Given an unsorted box of metal fasteners, the student will sort them into boxes containing identical fasteners at a rate of 15 per minute and with 95% accuracy. The student will be able to work at the task for periods of one hour without a break.

Task Analysis.

1. S will pour metal fasteners onto a table or into a shallow tray and spread them apart.
2. S will pick out an item to be sorted without regard to size or weight. This is the standard.
3. S will place fastener in his nondominant hand.
4. S will examine visually and tactilely the pile of fasteners and select another of the same type as the standard. Size and weight is disregarded.
5. S will place the selected fastener in the nondominant hand and examine visually and tactilely for similar characteristics.
6. S will leave the fastener in the hand if it is the same kind as the standard; S will replace it in the pile if different.
7. S will repeat items 5 and 6 until his/her hand is full of one kind of fastener.
8. S will place all fasteners in his/her hand into a container.
9. If more of the same kind of fasteners are left in the pile, S will repeat items 2 - 8 until no more or that kind of

fastener remain.

10. S will repeat items 2 - 9 for all remaining kinds of fasteners until there are six containers, one each of mixed nuts, mixed bolts, mixed screws, mixed rivets, mixed pop rivets, and mixed lock washers.
11. S will repeat items 1 - 10 to sort each of the six containers according to size and weight.
12. When bell rings, S will pick up and sweep area.

Teaching Procedures.

1. T will ask S to examine a nut, bolt, screw, rivet, pop rivet, and lock washer. T will describe each fastener as it is examined. T will point out likenesses and differences. S will be asked to repeat each description as well as likenesses and differences.
2. T will give S samples of fasteners which are the same kind, but which differ in size and weight. Using the first fastener as the standard, T will ask S to discriminate other fasteners, keeping those that are the same shape discarding those that are different. Repeat this step until all fasteners are accurately discriminated by S.
3. T will present S with an unsorted container of fasteners. T will ask S to sort out all the nuts, disregarding size and weight. T will provide continual corrective feedback, pointing out why errors occurred and how they can be corrected (e.g., "The one you kept was the wrong shape. It has a point. Nuts don't have a point. When you are sorting nuts, discard fasteners that have points.") Reinforce frequently.
4. T will ask S to pick one of the nuts from the container full of mixed nuts. T will say, "Use the nut you picked as the standard. Now find all the other nuts that are the same size and weight

and put them in the empty box." T will provide continual corrective feedback and reinforce effort and accuracy frequently.

5. T will repeat step 5 until there are no more nuts in the mixed nut container.
6. At the end of the contract work period a bell will ring. T will ask S to pick up fasteners on the table and floor and place them in the container of unsorted fasteners. T will ask S to sweep the floor. T will provide continual corrective feedback and reinforce accurate responses to instructions.

2. Stuffed toy and pillow business.

Business Description. The students stitch pre-cut fabric pieces which are in the shape of toys or pillows and stuff the sewn pieces. Finally pre-cut overlays (toy faces, buttons, and other decorations) are sewn or glued on the toys and pillows by the students. Final products are sold through local businesses.

Instructional Objective. Given the necessary materials (i.e., pre-cut fabric pieces, needles, thread, stuffing, fabric glue, pins), the student will sew, stuff, and glue the pieces, producing at least one toy or pillow per each 75 minutes of contract work. The toy or pillow produced must be salable.

Task Analysis.

1. S will use fabric glue to glue pre-cut overlays on toy or pillow.
2. S will align pre-cut fabric pieces, with right sides of material together.
3. S will pin aligned pre-cut fabric pieces.
4. S will use a short running stitch to sew front and back of toy or pillow together, leaving an opening big enough to turn product right side out and to put in stuffing.
   a. S will use needle threader to thread the needle.
   b. S will knot the two ends of the thread together.
   c. S will insert needle into fabric ¼ inch from its edge and pull the thread through to set the knot.
   d. S will push needle back up from the opposite side of the fabric approximately 1/8 inch from the first stitch and pull the thread through to set the stitch.
   e. S will continue stitches 1/8 inch long alternating from one side of the fabric to the other until he/she

reaches the end of the thread or the stopping point on the fabric.

f. When S has mastered the single stitch, he/she will push needle in and out of the fabric four or five times (maintaining distance from edge and 1/8 inch stitch) before pulling the thread through to set the knot or stitch.

g. S will tie a knot in the end of the thread to finish the stitch.

5. S will turn the product inside out.

6. S will insert stuffing to desired fullness.

7. S will turn the raw edges of the fabric (opening) inside and pin the opening closed.

8. S will use a whip stitch to close the opening.

a. S will thread needle with a needle threader.

b. S will knot the two ends of the thread together.

c. S will insert needle into fabric ¼ inch from its edge and pull the thread through to set the knot.

d. S will insert needle into the front edge of the fabric again and pull the thread through to set the stitch.

e. S will repeat item d(always stitching front to back) until the seam is complete.

f. S will tie a knot in the end of the thread to finish the seam.

3. Wooden toy business.

Business Description. The students sand pre-cut wooden toys smooth. Next they stain and varnish the toys. Finally, the students package each toy. Final products are sold through local businesses.

Instructional Objective. Given the necessary materials (i.e., scrap wood pieces, pre-cut toys, sandpaper, wood stain, wood sealer/ varnish, rags, brushes, steel wool, packing filler, boxes), the student will sand, stain, varnish, and pack wooden toys, producing at least one toy per each two hours of contract work. The toy must be salable.

Task Analysis.

1. S will sand the pre-cut wooden toy.
   a. S will find the grain of the wood.
   b. S will tear a sheet of snadpaper into fourths.
   c. S will tear ¼ sheet of snad paper to sand the entire surface of the toy being sure to sand with the grain.
   d. S will sand toy until it is as smooth as a standard toy which he/she uses as a comparison.
   e. S will remove dust residue with a tack rag.
2. S will stain the pre-cut wooden toy.
   a. Using a small piece of cloth, S will dip into the stain.
   b. S will remove excess stain by wiping the rag against the inside edge of the can.
   c. S will wipe the stain on all surfaces of the toy following the grain.
   d. S will place the stained toy on the drying rack.
3. S will varnish the pre-cut wooden toy with wood sealer.
   a. Using a small piece of cloth, S will dip into the wood sealer.

b. S will remove excess wood sealer by wiping the rag against the inside edge of the can.

c. S will wipe the wood sealer on all surfaces of the toy following the grain.

d. S will place the stained toy on the drying rack.

3. S will varnish the pre-cut wooden toy with wood sealer.

a. Using a small piece of cloth, S will dip into the wood sealer.

b. S will remove excess wood sealer by wiping the rag against the inside edge of the can.

c. S will wipe the wood sealer on all surfaces of the toy following the grain.

d. Using his/her hands, S will rub the wood sealer into all surfaces of the toy.

e. S will place the sealed toy on the drying rack.

f. When dry, S will rub the toy with steel wood (following the grain) to cut the gloss of the wood sealer.

g. S will remove the dust residue with a tack rag.

h. S will repeat items a - g.

i. S will repeat items a - e.

4. S will package the pre-cut wooden toy.

a. S will select an appropriate box for the particular toy.

b. S will make a bed of filler for the toy to rest on.

c. S will place toy in the box.

d. S will pack filler around and on top of the toy.

e. S will seal the box.

f. S will place the box in the storage area.

Teaching Procedures for Steps 1, 2, and 3 of TA.

1. Using visual and tactile prompts, T will show S the grain of the wood.
2. T will ask S to indicate the grain of the wood on ten wood scraps (pine, fruitwood, mahogany, and oak).
3. T will demonstrate sanding with the grain and sanding against the grain. T will discuss the effect of each. S will repeat these basic ideas.
4. T will ask S to sand a wood scrap with a full sheet of sandpaper. T will discuss whether or not this works well.
5. T will ask S to sand a wood scrap with a ¼ sheet of sandpaper. T will point out that this works better than a full sheet. T will describe other advantages of using ¼ sheets of sandpaper.
6. T will ask four S's to sand wood scraps. T will ask S's to swap wood scraps. T will ask S's to compare wood scraps and decide which one is smoothest. T will tell S's that the wooden toys they will make should be as smooth as possible; that is because they feel better and look better.
7. T will ask S to sand a wood scrap until it is as smooth as the standard. T will give corrective feedback and reinforce S when the scrap is sanded to standard.
8. T will tell S what a wood stain is. T will tell S why a wood stain is not necessary. S will be asked to repeat these comments.
9. Using visual and tactile prompts, T will demonstrate how to stain a wooden toy. T will point out that he/she uses the same movements as he did for sanding. T will describe and demonstrate how to cover all surfaces. T will demonstrate and describe what happens when too much stain is placed on one spot. T will demonstrate and describe how the stain can be spread

evenly. S will repeat key points.

10. T will ask S to stain a sanded wooden scrap. T will give corrective feedback and reinforcement when S responds appropriately.
11. T will ask S to compare a stained wooden toy with a varnished wooden toy. T will ask, "Which feels better?" T will point out that varnished wood looks better than stained wood.
12. T will ask S to compare a varnished wooden toy with a wooden toy finished with wood sealer. T will ask, "Whcih feels better?" T will point out that wood finished with wood sealer looks better to most people.
13. T will use visual and tactile prompts to demonstrate how to finish a wooden toy with wood sealer. S will repeat each step.
14. T will ask S to apply wood sealer to a stained wood scrap. T will give corrective feedback on each step and reinforce frequently for appropriate behavior. S will be asked to compare his/her final product with a standard toy. T will ask, "Are they the same? Is yours as smooth as the standard?"
15. When S produced a wooden scrap that matches the standard, T will congratulate S and tell him he can produce a real wooden toy.

Table 1

Prevocational Assessment and Curriculum Guide

Rank	Does Your Client:	Yes/No
	I. Worker Behavior	
1.	Participate in work environments for 6-hour periods?	_____
2.	Move safely about shop by:	
	a. Walking from place to place?	_____
	b. Identifying and avoiding dangerous areas?	_____
	c. Wearing safe work clothing?	_____
3.	Work continuously at a job station for 1-2 hour periods?	_____
4.	Learn new tasks when supervisor explain by modeling?	_____
5.	Come to work on an average of 5 times per week?	_____
6.	Correct work on task after the second correction?	_____
7.	Leave job station inappropriately no more than 1-2 times per day?	_____
8.	Want to work for money/sense of accomplishment?	_____
9.	Display or engage in major disruptive behavior no more than 1-2 times per week?	_____
10.	Understand work routine by not displaying disruptive behavior during routine program changes?	_____
11.	Continue to work without disruptions when:	
	a. Supervisor is observing?	_____
	b. Fellow worker is observing?	_____
	c. Stranger is observing?	_____
12.	Display or engage in minor disruptive behavior no more than 1-2 times per week?	_____
13.	Adapt to new work environment with normal levels of:	
	a. Productivity in 1-5 days?	_____
	b. Contacts with supervisors in 30-60 minutes?	_____
14.	Complete repetitive tasks involving 1 step at 95% accuracy?	_____
15.	Work alone without disruptions for 15-minute periods with no contacts from supervisor?	_____
16.	Deviate from shop rules no more than 1-2 times per week?	_____
17.	Work at job station with no more than 1-2 work disruptions per day?	_____

Table 1 (Cont'd)

Prevocational Assessment and Curriculum Guide

Rank	Does Your Client:	Yes/No
	I. Worker Behavior (Cont'd)	
18.	Work in a group situation and increase production:	
	a. When supervisor asks to work faster?	_____
	b. When supervisor asks to produce more than previously?	_____
	c. When supervisor asks to complete work by specified time?	_____
19.	Learn to minimum proficiency a new job with one step in 0-15?	_____
20.	Work alone without disruptions for 30-minute periods with 1-2 contacts from supervisor?	_____
21.	Work alone and increase production:	
	a. When supervisor asks to work faster?	_____
	b. When supervisor asks to produce more than previously?	_____
	c. When supervisor asks to complete work by specified time?	_____
	II. Social/Communication Skills	
22.	Communicate basic needs such as thirst, hunger, sickness, pain, toileting conditions?	_____
23.	Communicate basic needs receptively by means of:	
	a. Verbal expression?	_____
	b. Gestures?	_____
24.	Communicate basic needs expressively by means of:	
	a. Verbal expression?	_____
	b. Gestures?	_____
25.	Respond to instruction requiring immediate compliance witnin 0-30 seconds?	_____
26.	Respond appropriately to safety signals given:	
	a. Verbally?	_____
	b. Through signs?	_____
	c. Through signals?	_____
27.	Initiate contact with supervisor when:	
	a. Cannot do job?	_____
	b. Runs out of materials?	_____
	c. Finishes job?	_____
	d. Feels too sick/tired to work?	_____
	e. Needs drink/restroom?	_____
	f. Makes mistake?	_____
28.	Initiate contact inappropriately with strangers no more than 1-2 times per day?	_____

Table 1 (Cont'd)

Prevocational Assessment and Curriculum Guide

Rank	Does Your Client:	Yes/No
	II. Social/Communication Skills (Cont'd)	
29.	Respond appropriately to social contacts on one out of two occasions?	_____
	III. Self Help/Grooming Skills	
30.	Maintain proper grooming by:	
	a. Dressing appropriately for work?	_____
	b. Dressing appropriately after using restroom?	_____
	c. Cleaning self before coming to work?	_____
	d. Cleaning self after using the restroom?	_____
	e. Cleaning self after eating lunch?	_____
	f. Eating food appropriately at lunch?	_____
	g. Displaying proper table manners at lunch?	_____
31.	Reach place of work by means of:	
	a. Company-sponsored vehicle?	_____
	b. Own arrangement?	_____
32.	Maintain personal hygiene by:	
	a. Shaving regularly?	_____
	b. Keeping teeth clean?	_____
	c. Keeping hair combed?	_____
	d. Keeping nails clean?	_____
	e. Using deodorant?	_____
33.	Eat lunch independently with no assistance in:	
	a. Getting lunch sack/container?	_____
	b. Getting food out of container?	_____
	c. Pouring liquid into cup/glass?	_____
	d. Putting food back into container?	_____
	e. Putting food container away?	_____
34.	Take care of toileting needs independently with no accidents per month?	_____

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Table 2

A Logically Arranged Hierarchy of Procedures for Alleviating Work Problems

1. Learning or Acquisition Problem - Discrimination Deficits

   1. Verbal instructions
   2. Model and verbal
   3. Verbal and physical guidance
   4. Break task down into simpler steps (easy-to-hard sequence) and repeat steps 1-3
   5. Cue redundancy or stimulus fading depending on task
   6. Steps 1-5 are always accompanied by positive reinforcement for correct responding

II. Learning or Acquisition Problems due to Sensory-Motor Deficits (assess handicap to be sure there is a physical problem)

A. Poor motor coordination
   1. verbal instructions
   2. model and verbal
   3. physical and verbal
   4. break task down into simpler steps (easy-to-hard sequence) and repeat steps 1-3
   5. prosthetic device or physical
   6. cue redundancy or stimulus fading
   7. same as above step 6

B. Visually handicapped
   1. verbal instructions (detailed)
   2. physical guidance and verbal instructions
   3. tactile cue redundancy and repeat steps 1-2

C. Acoustically handicapped
   1. gestural instructions
   2. physical guidance
   3. break task down into simpler steps (easy-to-hard sequence) and repeat steps 1-2
   4. cue redundancy or stimulus fading depending on task

D. Deaf-Blind
   1. physical guidance
   2. tactile cue redundancy

Table 2 -- Continued

III. Low Production-Slow Motor Behavior

1. verbal prompt (i.e., "Work faster")
2. verbal plus model
3. physical prompt (paired with verbal)
4. reinforcer proximity
   a. pennies present
   b. back-up present also
5. increase frequency of receiving pennies
6. increase amount of pennies and/or back-ups
7. increase frequency of redemption of pennies
8. verbal reprimand plus no reinforcement
9. response cost
10. isolation-avoidance
11. positive practice
12. presentation of aversive stimuli

IV. Low Production-Interferring or Excessive Behavior

(representative classes include:
   a. nonfunctional competing behaviors;
   b. bizarre noises;
   c. out-of-seat;
   d. aggression vs. objects;
   e. aggression vs. people).

1. verbal reprimand and prompt
2. verbal reprimand and physical prompt
3. reinforcement proximity (pennies then back-up)
4. increase frequency of receiving reinforcement (pennies)
5. increase amount of pennies and/or back-up
6. increase frequency of redemption
7. response cost
8. restraint
9. overcorrection-positive practice
10. isolation-avoidance
11. presentation of aversive stimuli

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